

## 实用交际英语口语 13

### Practical Oral English Communication

#### PART V IMPROMPTU SPEECH MAKING

#### UNIT ONE EARLY ADULTHOOD AND STRESS

##### 1. Teaching Objectives

Students will be able to

- 1) know the general principles and strategies of impromptu speech making, with special focus on the first consideration: “matter: limiting your scope, deciding on an approach”;
- 2) choose an approach to deal with a speech topic;
- 3) talk about early adulthood and stress.

##### 2. Pre-requirements

Students should have

- 1) read the two passages in “Part I Read and Think”;
- 2) watched the two videos in “Part II Listen and See”.

##### 3. Highlighted Form of Communication

Impromptu speech making

##### 4. Teaching and Drilling Methods

Lecture, brainstorm, individual work, rotating group work

##### 5. Communication Knowledge

To make an impromptu speech, one normally needs to consider:

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|--|
| 1) subject matter: a <b>perspective</b> or an approach |
| 2) method of presenting: a specified <b>structure</b>  |
| 3) manner of delivery: a controlled <b>pace</b>        |

## 6. Teaching Plan in Steps

### 1) Warming-up performance from students

Role play “English at University” Episode 13: Asking for Extra Time to Finish a Task

Ask other students to evaluate the performance, noting:

Has the show been comprehensible to you?
Are the performers interacting with each other?
Are the performers fluent in their lines?

### 2) Introduce principles and strategies of making impromptu speeches, ♻️ Focus: to limit one’s scope and settle on one approach to deal with a subject matter.

eg. Talk about the phenomenon of gender imbalance. (prompt: a news cartoon)

性别失衡



- a. Ask students about their instinctive reactions upon looking at the news cartoon;
- b. Have them think deeper and settle on an approach to deal with what is reflected in this news cartoon;
- c. Pin down various approaches that can be taken:
  - cause-effect
  - phenomenon-impact
  - problem-solution
  - historical background
  - future prediction

romantic skills

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- d. Encourage students to share the speech they have come up with, using the method taught so far. Make comments and suggest ways to improve.
- e. Extend the most commonly used approaches to other topics, such as
  - \* What do you think of the technology of gene editing?
  - \* What do you think of the term “left-over ladies”?
  - \* Why do human beings praise youth?

### 3) Watch, compare and think

- video: “An expert talks about why our 20s really matters”  
(from TED talks)



- video 2: “Don’t limit your life with other people’s timeline”

Steps:

- a. Play the videos;
- b. Ask students to repeat key information delivered by the speakers;
- c. Ask students to talk in pairs about the following question:

The two videos seem to carry quite contradictory messages. While the first speaker believes the first ten years of your adulthood will have a huge impact on your future life and should therefore be taken very cautiously, the second believes that one should not follow the commonly held ideas about having to do something at a certain age in life. What do you think?

### 4) Make an impromptu speech

Purpose: to enhance the skill of “settling on an approach to deal with a speech topic”

Steps:

- a. The teacher put slips of paper in a container and three topics are put down on them randomly:
- ① Making best use of your 20s might be the most transformative thing for the well-being of your whole life. Choose a perspective and give at least two examples.
  - ② Some ordinary years in your life can have inordinate impact in your life. Choose a perspective and give one example.
  - ③ If we trivialized our 20s, what would happen to our 30s. Choose a perspective and give two examples.
- b. Ask students to draw one slip from the container and then give them two minutes to prepare.
- c. Encourage at least three volunteers to share their chosen perspectives for the speeches.
- d. Ask the audience to give comments.

## 7. Homework

- 1) Ask students to make brief comments on the saying, “To achieve great things, you need a plan and not quite enough time”. Students have their comments recorded and posted onto eLearning website
- 2) Students should read the two passages in “Part I Read and Think” from next unit.
- 3) Students should watch the two videos in “Part II Listen and See” from next unit.
- 4) Students should read sample dialogue “At the Gym”.